

# ESF Policy Framework

## THE ESF's POLICY FRAMEWORK FOR CURRICULUM AND STAFF DEVELOPMENT

### Aims of the Policy Framework

The aims of the Foundation's policy framework for curriculum and staff development and schools' strategic planning;

- to both maintain and enhance the quality of educational provision for all our students, whatever their individual learning needs;
- to promote the good practice, which exists in differing dimensions in all ESF schools, across the Foundation as a whole;
- to ensure that all our staff are appropriately prepared for the demanding task of 'teaching for this millennium';
- to ensure that ESF schools are 'learning organisations' for staff as well as students; and
- to provide staff with creative professional development opportunities which, hopefully, ensure that they feel professionally stimulated and valued within the organisation.



"We need to get organized. When you're done taking inventory of the snowflakes, I want you to count all the fish in the sea."

## AREAS IN WHICH ESF SCHOOLS ARE REQUIRED TO HAVE POLICIES.

### ESF Mission Statement

*(Initiated by 'centre' after extended discussion with all ESF constituencies; approved by Ex.Com 5 May 1994)*

All schools requested to ensure that their own 'aims' and policy 'objectives' reflect the aspirations of the Mission Statement.

### National Curriculum for England & Wales, adapted to the Hong Kong Context.

*(Policy approved by Ex.Com. 12 March 1993)*

All schools adopt National Curriculum for England and Wales adapted to Hong Kong context.

### Teaching and Learning

*(Policy initiated by 'centre' after consultation with Ac.Com., as pragmatic approach to implementation of IPSOE)*

All schools to have teaching and learning policies.

### Equal Opportunities Guidelines / Exemplars

*(Policy initiated through ESF's Equal Opportunities Group. Approved by Ex.Com. 28 May 1996)*

All schools to have Equal Opportunities policies.

### Mandarin in Secondary Schools

*(Policy initiated by secondary principals. Approved by Ex. Comm. 14 September 1995)*

All secondary schools to implement agreed policy.

### Special Education Needs: UK Code of Practice Adapted to ESF Context

*(Policy initiated through SNAGS. Approved by Ex. Com. 17 October 1995)*

All schools adopting ESF Code of Practice on phased basis 1996-99.

### Assessment Policy Statement

#### Key Stages 1 and 2

*(Policy formulated by ESF Working Group and approved by Ex.Com. 17 October 1995)*

All primary schools implement key stages 1 and 2 policies.

### Assessment Policy Statement

#### Key Stage 3

*(Policy approved by Ex.Com. 21 Jan. 1997)*

Agreed that secondary schools will implement key stage 3 policy.

### Staff Review and Development: Policy and Implementation Guidelines

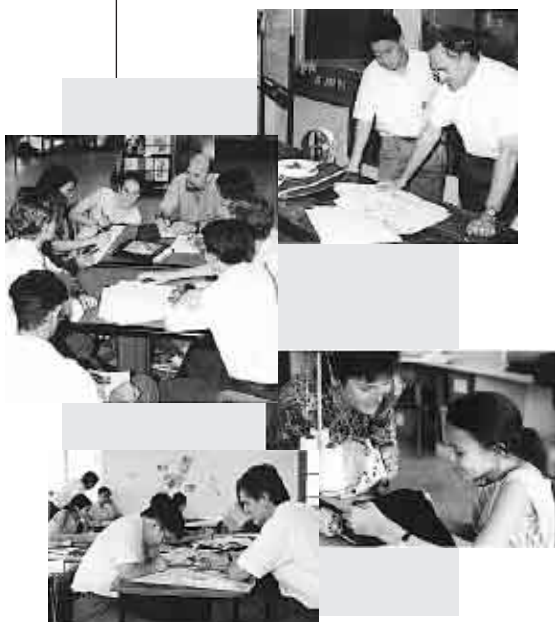
*(Policy and guidelines formulated by ESF Working Group. Approved by Ex.Com. 25 May 1995)*

All schools implement agreed policies

### ESF Development Plan, 2000-2002

*(Informed by development plans from schools)*

All schools required to have development plans





### Building Management Department

The ESF Building Management Department was established in 1992 with a responsibility for the annual maintenance and improvement programme for schools and staff accommodation and providing technical support to the ongoing buildings development programme.

We are a small team of professional building surveyors and technical staff reporting directly to the ESF Financial Controller.

Our philosophy is to achieve partnership and teamwork in close collaboration with schools' management and individual teachers while our mission is to work for the benefit of students with the provision of excellent facilities and having particular regard to health and safety issues.

### Projects Briefing

To fulfill our role as project facilitators, we are working for a quality product at a reasonable cost. Moreover, to deliver the work on time is our prime concern since new accommodation is needed at the commencement of a new school year while the process of statutory submissions and inspections are to be fulfilled. One example for tight statutory submissions in the construction programme was the vertical extension of the Jockey Club Sarah Roe Building for the provision of classrooms to KGV School. The demolition works and the frame construction were a real challenge for the team. Another example was, allowing students to learn in a cheerful, colourful and safe kindergarten environment. In early September 1999 we completed a tight fitting out schedule to meet the target date for the issue of the kindergarten license. It is rewarding and encouraging to us when we see both students and teachers enjoy the new facilities.

The following is the profile of the two projects mentioned above.

#### Jockey Club Sarah Building – Vertical Extension

- New Extension Area: 1369m<sup>2</sup>
- Facilities Provided: 9 classrooms, a seminar room, a computer room and a staff office.
- Construction Period: mid April 2000 to early January 2001

#### Tsing Yi Kindergarten

- Site Area: 990 m<sup>2</sup>
- Facilities Provided: 8 classrooms, internal playing area,



## BUILDING MGMT DEPT.

